

SERVING MAINE'S ENGLISH LEARNERS

Monthly Digest

April 2012

NOTICES, ARTICLES AND WEBSITES OF INTEREST

www.maine.gov/education/esl/guide/index.html

- All links are live -

Official news and notices new & ongoing

<http://mainedoenews.net/> is the homepage for the Maine DOE Newsroom.

Information about this year's **STATE-REQUIRED TESTING** is listed in the Commissioner's Update under Action Items, under Notices.

TESTING dates and requirements for 2011-12

summarizes the state-required assessments schools are to administer during the 2011-12 school year and the associated testing dates.

Alternate ACCESS for ELLs® testing window closes April 27, 2012.

ESL SUMMER ACADEMY 2012

"Building Bridges to English Language Proficiency"
Tuesday, June 26 through Thursday, June 28, 2012
A Three-Day Residential Academy for Teachers and Administrators

Location: University of Maine's Wells Conference Center in Orono.

Cost: \$250 per person includes on-campus lodging; all meals; all course materials; free on-campus parking.

Course content: This Academy is a unique opportunity for both experienced and new educators of English Learners (ELs) to engage collaboratively in research-based practices and constructive sharings for more effective EL academic language support.

Participants will engage in a variety of hands-on, constructive activities to create individual and group responses for supporting ELs related to the issues in their school contexts. Central to this Academy are ample opportunities for engaging in cooperative interactions to construct meaningful answers in the support of EL success in low- or high-density teaching and learning environments.

CEUs will be available through the University of Maine, Orono.

For complete Academy information and online registration please go to

<http://www.maine.gov/education/esl/conferences.htm>.

Note: no phone registrations accepted.

PRAXIS II WORKSHOP

FRIDAY, APRIL 6TH, 2012 · 3:00 - 5:00 PM - PAYSON SMITH HALL, ROOM 205 AT THE UNIVERSITY OF SOUTHERN MAINE.

The English to Speakers of Other Languages (ESOL) Praxis II® test assesses knowledge of a variety of subject areas (linguistics, language teaching methodology, curriculum, cultural diversity and testing and assessment) for teaching English Language Learners (ELLs) in public schools. During the workshop we will examine and provide an overview of the test categories. We will also discuss study tips and how to prepare for the test. The ESOL Praxis II® test is a requirement for the state of Maine English as a Second Language (ESL) endorsement. The ESOL Praxis II® test code is 0361 and more test information can be found at www.ets.org.

Workshop Presenter: Bart Weyand, program director for the "English for Speakers of Other Languages" program at the University of Southern Maine. Click for [FMI and registration](#). No fee to attend this workshop.

Project Reach Announcements

Scholarship for Maine's Multicultural Educators - In-Service (Current) Teachers in Maine's K-12 Schools Application Submission:

[\[https://www.formstack.com/forms/?1187972-FZOfSFb1TI\]](https://www.formstack.com/forms/?1187972-FZOfSFb1TI) Click here to submit your application. All applications must be submitted electronically.

Application deadlines are April 1 for summer enrollment, July 1 for fall enrollment and November 1 for spring enrollment. Please contact us before the deadline with any questions about submitting your application. Late applications will not be reviewed.

Please note: separate notification was sent out on the ESL Listserve in acknowledgement of the April 1 deadline.

Maine Department of Education • ESL/Bilingual Programs
23 State House Station • Augusta, ME 04330
207.624.6788 • Fax 207.624.6789
esl.doe@maine.gov • www.maine.gov/education/esl

Project Reach is designed to improve classroom instruction for English Learners (ELs) across Maine's diverse educational and geographic settings. Through the Scholarship program, Project Reach prepares multicultural educators to work in Maine's public K-12 schools with students who are ELs. The project focuses specific efforts on future and current teachers from STEM (science, technology, engineering, and math) areas. The project provides a variety of professional and financial assistance to complete the English as a Second Language (ESL) endorsement coursework and pass the Praxis II exam. The program is open to teacher certified candidates teaching science, technology, mathematics, language arts and other subject areas in Maine's K-12 schools. The program admission criteria includes:

- A high academic standard measured by continued professional development,
 - Evidence of strong professional standards,
 - US and/or Maine residency,
 - Dedication to obtain an ESL endorsement, and
 - Currently work in a Maine's K-12 public school.
- Selected applicants will receive award packages of up to \$6,000 in tuition waivers to help them become ESL endorsed teachers. Project Reach will also support participants to fulfill 15 hours of ESL endorsement coursework and pass the ESL Praxis II exam. Participants may remain in the program for up to two years and will receive mentoring, advising, and other professional development services. In order to remain in the program, participants must demonstrate progress in the program and continue to meet program requirements.
- Application Materials Include:
- Completed online application.
 - A letter of commitment indicating how you meet the admission criteria; why Project Reach should consider you for the tuition waiver; why this funding is important to you and how it will affect you as an individual and your school district (maximum two (2) doubled-spaced pages, 12 point font).
 - One (1) letter of recommendation from a principal, supervisor or colleague. The letter of recommendation should elaborate the applicant's commitment to the program; understanding of diversity issues and English Learners (ELs); their desire to complete the ESL endorsement coursework; and overall potential. In addition, please state the applicant's greatest strengths and areas you feel require further development in respect to the education profession.

Also indicate the extent of your acquaintance with the applicant.

- Two (2) years worth of documentation of most recent professional development (certificate of attendance, continuing education units, contact hours, etc.).

PROJECT REACH - SUMMER 2012 ESL ENDORSEMENT COURSES

Project Reach will be offering the following courses for Summer 2012 at the University of Maine in Orono. Please download the [flyer](#) for full course descriptions, instruction on how to register and the requirements for English as a Second Language (ESL) endorsement. We look forward to working with you and if you have additional questions, please contact us at **PROJECT REACH** - 5784 York Complex #4, Orono, ME 04469, (207) 581-3847 - www.umaine.edu/projectreach

Methods of Teaching of English as a Second

Language: Includes the basic principles underlying ESL pedagogy, current ESL trends, techniques for teaching students at different levels, and the teaching of minority students. Students will review published materials, develop activities, plan lessons, and compile a teaching portfolio.

Multiculturalism and Diversity: Designed for educators to develop an understanding and appreciation of diversity in all its aspects, will develop methods to incorporate multiculturalism into curriculum, and explore diverse approaches to pedagogy. The inclusion of ethnicity, culture and values reflects the pluralistic nature of the United States and fosters

Applied Linguistics and Second Language Acquisition:

Focuses on the understanding of the phonological and grammatical aspects of the English language from the perspective of the ESL teacher and the language learner. Students will explore various techniques and methods for teaching English grammar and pronunciation as well as analyze the language of non-native speakers through recorded interviews. Based on the premise that English language teachers must know the intricacies of their own language in order to teach it.

Curriculum and Development in ESL/EFL Contexts:

Intensively reviews curriculum development principles

important in contexts where instructional content is made appropriate for language learners. These principles will be applied to develop or adapt a curriculum for a specific ESL or EFL context.

Testing and Assessment in ESL/EFL Context: Develops an understanding of second language evaluation and assessment. Examines the various types of evaluation instruments available, helps students develop reliable and valid evaluation instruments, and explores language minority student placement and diagnosis.

PROJECT REACH PROFESSIONAL DEVELOPMENT

Workshop: "Teaching Science to English Learners" - K-12 Classroom Strategies; Monday, May 14, 2012 · 3:00 - 5:00 pm. *This workshop will be offered live at the University of Maine and Simulcast at the University of Southern Maine: UMaine, 11 Shibles Hall; USM, Luther Bonney Hall, Room 144.*

Ever wonder how you are going to fit it all in? Need techniques to make your lesson time more effective and fun for all your students especially your English Learners (ELs). Learn some research-based best teaching practices to help you plan and help your ELs learn. We will focus on climate change science concepts specifically concerning the carbon cycle and ocean carbon sequestration. However, the methods and techniques in the workshop will be applicable to all classrooms and all teachers.

Anica Miller Rushing, M.Ed, is currently an educational consultant who has worked for science organizations including Mount Desert Island Biological Laboratory, National Phenology Network, National Park Service, The Wildlife Society, and National Geographic. Before consulting she was a science teacher and an elementary inclusion bilingual classroom teacher in and around Boston, Massachusetts. Her special interests include helping teachers who work with students who are English Learners and special needs.

[Download the Workshop Flyer for More Information and to Register \(pdf\)](#)

WIDA news

WIDA ACCESS LISTENING SURVEY *From MetriTech:*

As you may have heard, the WIDA Consortium will be migrating to electronic delivery of the script for the ACCESS for ELLs® Listening Domain (the script is currently read aloud by the administrator).

In order to help us provide you with the best delivery solution possible, we've put together a survey we invite you to complete. Please follow the link to the survey: <http://www.surveymonkey.com/s/7F2K3FF> It should take between 5 and 15 minutes to complete the survey (depending on your responses). Please feel free to share the link with your coworkers. If you are an administrator, please forward this e-mail to your schools and request they forward it on to teachers. The more feedback we receive the better prepared we can be to provide the best options.

Receiving feedback from individuals at all levels of education will help us accomplish this goal.

Thank you in advance for your time and consideration.

WIDA ANNOUNCEMENTS [Download a PDF for more information.](#)

[Video Contest](#)

WIDA is sponsoring a video submissions contest for educators of English language learners (ELLs) - Deadline for submissions extended to April 15! WIDA would like to learn about, celebrate, and share model classroom practices that develop all students' academic language and advance ELL achievement.

[Get more information, including how to submit your application.](#)

[Save the Date!](#)

The Debut of the 2012 Edition of the WIDA English Language Development Standards

Join WIDA for two days of transformative interaction around our K-12 ELD Standards, 2012 Edition.

Coming to a city near you in fall of 2012!

Madison, WI August 9-10

Denver, CO September 20-21

Charlotte, NC October 25-26

Boston, MA November 8-9

[Learn more at www.wida.us/2012Debut](http://www.wida.us/2012Debut)

[Professional Development Academies](#)

Summer 2012 Academy: Dynamic Formative Language Assessment for ELLs - June 26-28, 2012, Madison, WI

Fall 2012 Academy: Two Are Better Than One: Collaborating to Support ELLs Within the WIDA Framework - October 3-5, 2012, Baltimore, MD

[Common Core and More \(CoCoMo\) Institute](#) - June 10-15, 2012, Santa Fe, NM

Districts from across the Consortium are invited to send a team of teachers, school leaders and administrators to the training. Your Professional

Learning Team will be guided through a structured process that will "unpack" the standards and connect the academic language of the content standards to the appropriate language standards. Participants will design an articulated plan for standards referenced curriculum, instruction and assessment for their language education programs.

Workshops, articles, videos, webinars, websites

CENTER FOR APPLIED LINGUISTICS (CAL) SUMMER 2012 INSTITUTES IN WASHINGTON, D.C.

"What's Different About Teaching Reading to Students Learning English?"

Three-Day Training of Trainers (TOT) Institute, June 6 - 8, 2012. TOT Institutes provide specialists with everything they need to bring professional development to educators who teach reading in classes with English learners. A graduate credit option is also available. For more information and to register:

<http://www.cal.org/solutions/profdev/workshops/training.html>

Three-Day Direct Strategies Institute, July 11 - 13, 2012. This institute will help practitioners return to their classrooms in the fall with insights and strategies that will make them more effective teachers of reading for students learning to read in English. A graduate credit option is also available. FMI and to register:

www.cal.org/solutions/profdev/workshops/index.html.

CAL is also pleased to introduce our new professional development series, "*Hot Topics in ELL Education*." Using real-world examples, research-based principles of instruction, a teacher-oriented practical workbook, and new authentic classroom videos, each professional development offering provides educators with effective strategies and practical tools to help English language learners succeed in the classroom.

Hot Topics Workshop: *Listening and Speaking: Oral Language and Vocabulary Development for ELLs*

This workshop, the first of our new series, is designed to help educators increase oral language and vocabulary development in their classrooms. This is part of the Hot Topics Summer Institute described below or we can deliver the workshop right at your location.

[Learn more about the workshop.](#)

[Read about the workbook and video.](#)

Hot Topics in ELL Education - Summer Institute 2012, June 27-29, 2012 Washington DC

Join CAL's experienced ELL professional development staff for this engaging three-day Institute designed to increase understanding and provide practical resources on important topics for educators working with English language learners in their classrooms and schools. You will be actively involved through interactive, hands-on learning experiences, including strategies that you can bring back and use in your classrooms.

One theme each day:

§ *Listening and Speaking: Oral Language and Vocabulary Development*

§ *Academic Language in the Content Areas*

§ *Math and Science: Skills and Strategies to Adapt Instruction*

[Learn more about the Hot Topics 2012 Summer Institute and register.](#)

Dr. Betty Ansin Smallwood, Director, CAL Solutions, bsmallwood@cal.org or 202-355-1540

Lisa Tabaku, Associate Director, CAL Solutions, ltabaku@cal.org or 202-355-1510

NEW CAL PUBLICATION: "HELPING NEWCOMER STUDENTS SUCCEED IN SECONDARY SCHOOLS AND BEYOND"

The Center for Applied Linguistics is pleased to share a new online resource, "Helping Newcomer Students Succeed in Secondary Schools and Beyond." This publication is based on a 3-year research project, Exemplary Programs for Newcomer English Language Learners at the Secondary Level, conducted by CAL on behalf of the Carnegie Corporation of New York.

Written for educators and policymakers, the report describes the status of middle and high school newcomer programs across the United States based on analyses of CAL's national newcomer program database and the case studies of 10 exemplary sites. The report finds that a variety of program models can be successful when crafted with the needs of the community's specific newcomers in mind and highlights design features and policies that are working well to put these learners on the path to high school graduation and postsecondary opportunities.

The full report and an executive summary are now available as free downloadable PDFs on the CAL website. Click on the above link.

HAVE YOU READ?

Plyler v. Doe: Still Guaranteeing Unauthorized Immigrant Children's Right to Attend US Public Schools

The US Supreme Court ruled in 1982 that all children, no matter their immigration status, have the right to attend a US public school from kindergarten through 12th grade. Michael Olivas of the University of Houston examines the original case, direct and indirect challenges to it, Plyler's role in the college-tuition debate, how Plyler could be challenged in the near term, and its long-term outlook.

BRINGING COMMON SENSE TO THE COMMON CORE STATE STANDARDS

From a [webinar series from Scholastic Achievement Partners](#):

UNDERSTANDING TEXT COMPLEXITY April 11 (Wednesday), 4 p.m. – 5 p.m. EST. An examination of the role of text complexity in the Common Core State Standards, with strategies for assessing and incorporating suitable text to boost literacy achievement for all students. Presented by Karen Burke, Ed. D., Director of Academic Planning & Analysis, Scholastic Achievement Partners. [Click to register](#)

NEXT GENERATION ASSESSMENTS: WHAT TO EXPECT (From March 1)

Expert insight into the Next Generation Assessments and practical strategies for preparing students for success on these more rigorous assessments. Presented by Sue Gendron, Policy Coordinator, SMARTER Balanced Assessment Consortium Senior Fellow, International Center for Leadership in Education. If you were unable to join us for Sue Gendron's webinar on Next Generation Assessments, we invite you [watch the recording](#).

FREE WEBINAR: REMOVING BARRIERS TO LEARNING FOR LONG-TERM ENGLISH LEARNERS

Imagine Learning Long-term English learners often struggle to reach proficiency in literacy and writing. So what can you do to help this growing student population jump-start the developmental process and acquire the literacy skills necessary for academic success? Learn more in this free webinar from author and linguist Lily Wong Fillmore. [Watch now](#)

MPI STUDY OF TEXAS ELL STUDENTS FINDS ELL STUDENTS WHO COMPLETE LANGUAGE ACQUISITION CLASSES WITHIN THREE YEARS FARE BETTER

ACADEMICALLY March 15, 2012

English Language Learner (ELL) public school students who successfully complete English as a Second Language (ESL) or bilingual education programs within three years appear to fare better in meeting basic math and reading proficiency standards than their peers who remain enrolled in language acquisition courses for five years or more, according to a new study published today by the Migration Policy Institute (MPI).

The report analyzes a unique longitudinal dataset compiled by the state of Texas that tracks all students — including the state's large ELL population — from first grade through high school graduation and beyond. The authors find that "quick-exiter" ELLs among the cohort of students who attended Texas schools for all 12 grades achieved the best results among all ELL groups in meeting Texas basic math and reading proficiency standards.

The MPI report, [The Educational Trajectories of English Language Learners in Texas](#), finds that long-term ELLs (those in ELL programs for five or more years) lagged significantly in every grade.

The report is available for download at: www.migrationpolicy.org/pubs/TexasELLS.pdf.

MPI BRIEFS FROM THE NATIONAL CENTER ON IMMIGRANT INTEGRATION POLICY: Recommendations for Addressing the Needs of English Language Learners

Policymakers and state and local school administrators disbursing federal stimulus funds designed to improve children's educational outcomes should pay targeted attention to the nation's growing population of English language learners, a group of researchers with extensive experience regarding ELL students recommends in a new report. The ELL Working Group, of which MPI Senior Vice President Michael Fix is a member, was convened by Diane August, Kenji Hakuta, and Jennifer O'Day. The group's recommendations were presented to senior US Department of Education officials and other senior education officers, among others. [Download Report](#) (2009)

Recommendations to the Elementary and Secondary Education Act (ESEA)

The ELL Working Group prepared a set of

recommendations for the federal reauthorization of the Elementary and Secondary Education Act (ESEA). The recommendations cover five core areas of ESEA policy and focus on improving education outcomes for ELLs. [Download Report](#) (2010)

[**A FLAWED APPROACH TO READING IN THE COMMON-CORE STANDARDS**](#)

Education Week (commentary)

In reading the recently proposed Common Core State Standards already accepted by all but three states, I could not see many elementary school children of any background or ability meeting the standards at the grades designated. In my view, as a former elementary teacher and principal, the standards overestimate the intellectual, physiological and emotional development of young children, asking them to think analytically as they read or write, extract subtle meanings from a text, and make fine distinctions within and across texts. Such deliberative and intensive behaviors are not supported by the research on child development, nor are they expected anywhere else in children's lives today. [MORE](#)

[**REL PROGRAM RELEASES REPORTS ON STANDARDS FOR TEACHING ENGLISH LANGUAGE LEARNERS AND TRIBAL EDUCATION DEPARTMENT PARTNERSHIPS**](#)

Two reports by the 2006-2011 REL Central at McREL have been released by the Regional Educational Laboratory program. *Teaching English language learner students: professional standards in elementary education in Central Region states* examines what Central Region states expect K-8 general education teachers to know and be able to do in order to teach ELL students. The report reviews state documents on professional teaching standards for coverage of six topics that an earlier study on teaching standards found to be important for improving these students' achievement.

The full report can be downloaded here:

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=103>

The second report, *Partnerships between tribal education departments and local education agencies*, examines nine partnerships between tribal education departments—organizations overseeing American Indian education—and local education agencies. Individual profiles describe how each partnership works, focusing on collaborative activities intended to improve education outcomes for American Indian

students.

The full report can be downloaded here:

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=293>

THE IMMIGRANT ADVANTAGE, by Claudia Kolker — a book that highlights traditions that first generation immigrants bring. Claudia Kolker: The TT Interview — March 2012

www.texastribune.org/immigration-in-texas/immigration/texas-tribune-interview-claudia-kolker/

Claudia Kolker has traveled the world as a reporter, including stints in Japan, the Caribbean, Mexico, India and Central America. In doing so, she's learned and absorbed volumes about different cultures and the habits of millions of people outside the U.S.

Now living in Houston, Kolker — who has reported for the Los Angeles Times, The Economist, The Boston Globe and the Houston Chronicle — drew on her experiences as a world traveler to focus on what traditions first-generation immigrants bring to this country. In her new book, *The Immigrant Advantage*, Kolker discusses more than a half-dozen practices brought from wherever different people call "the old country."

[**UNITED KINGDOM SCHOOL WITH 700 PUPILS HAS ONLY 26 NATIVE ENGLISH SPEAKERS**](#)

The Telegraph

United Kingdom: Byron Primary School in Bradford has 26 out of 700 pupils who speak English as a mother tongue, with 96.3 percent using another language. It has the highest proportion of children speaking an alternative first language in the Bradford district, where more than 23,000 of the 54,146 pupils use foreign dialects. Despite the difficulties in teaching, the school ranks in the top 25 percent in the country based on exam results. [MORE](#)

[**MY FAMILY'S EXPERIMENT IN EXTREME SCHOOLING**](#)

NY Times Magazine, September 2011

... To throw our kids into a Russian school — that seemed like child abuse....

[Our Family's Experiment in Extreme Schooling: a Postscript](#) *NY Times Magazine*, March 2012

How are they doing now?

[The ELL Community at Teachability](#)

English Language Learners are a rapidly growing segment of our school populations. With classroom changes that include the heightened demand of the Common Core Standards and the increased prominence of technology, educating students who are learning the language and may be adjusting to a new culture provides unique challenges for teachers. Teachability includes a community for ELL educators to ask questions and get feedback as well as share their own insight and experiences with others. It's also a resource to find posts on current articles and blogs relevant to ELLs.

[Visit Teachability](#) and [become a member](#) to discover the ELL community as well as other wonderful communities for teachers.

Blog updates about news – [Educating ESL Students through the Blogosphere](#)

New Questions – [How are you teaching vocabulary to newcomers in your class?](#)

New Breakthroughs – [Using technology to teach culture](#)

Locally

[EVENTS TO FOCUS ON NATIVE AMERICAN LANGUAGE, CULTURE](#)

FARMINGTON — University of Maine at Farmington visiting Libra Professor and Abenaki scholar, Lisa Brooks, is collaborating with UMF faculty to present “Living Language,” a semester-long series focused on language exchange. The series will include several events focused on Native American language and culture indigenous to Maine and New England. The events are open to the public and will run from February through April. All events are free unless otherwise noted.

“The fund for the Libra Professorship enables us to bring to UMF a scholar, writer or performer who is at the top of his or her field,” said Michael Johnson, UMF associate professor of American literature. “What's particularly great about Dr. Brooks is not only is she a nationally-known scholar of Native American literature, but she's also focusing her research on our area, western Maine and northern New England.”

Click to view the full “[Living Language](#)” website. Living Language is a series of events that explore all kinds of language and the ways we communicate.

The [ESL IN MAINE BLOG](#) - Questions and colleague responses are being posted.



NNETESOL CALL FOR REPORTS

From Ina Demers, Portland:

The Northern New England TESOL (NNETESOL) Executive Board is holding its meeting in April. I (Ina Demers of Portland) am one of Maine's NNETESOL Board members, and am seeking input from ESL Educators in Maine about ESL-related information and issues: What is going on in your districts and what are your needs that are not readily met? Contributors will have an option of putting their names on their reports, and I am compiling them for our meeting in April. Let me know if your name should be on your report or not. Please send your comments/reports to demeri@portlandschools.org or edemers467@roadrunner.com by Friday, April 6th, so I can send that information to our president for the meeting!!

Thank you for your participation and hope to see you at the next conference.

Sincerely,
Ina Demers M.Ed.
Portland, Maine

(NNETESOL's website is www.nnetesol.org.)

PROFESSIONAL PRIMARY SCHOOL TEACHER NEEDED IN BEIJING

Positions: Primary School Teachers for our international program in Beijing Haidian Foreign Language Shiyan School

Location: **Beijing, China**

Starting Time: **Mid-August 2012**

Contract Period: One Year

Job Description for Grade 1:

- **2 Classes.** 2 teachers are needed for each class. You will have a TA in your class;
- 26 students in each class. They are about 6 years old, and just beginning to learn English;
- Monday to Friday, 8 AM to 12 AM, 2 PM to 4:30 PM (But Friday afternoon you need to meet the students' parents, so you need to work to 5 PM), about 16 lessons every week. During the working period, you need to stay at school to teach, prepare your lesson or attend some school activities with your students;
- Teaching subjects: English (Phonics /Reading/Writing), basic math and some culture matters;
- We use Kid's Box, Cambridge University Press, as a guide to arrange teaching themes and materials.

Job Description for Grade 2:

- **1 Class.** 1 teacher is needed. You will have a TA in your class;
- 26 students in the class. They have been taught by an American teacher for one year;
- Monday to Friday, 8 AM to 12 AM, 2 PM to 4:30 PM (But Friday afternoon you need to meet the students' parents, so you need to work to 5 PM), about 16 lessons every week. During the working period, you need to stay at school to teach, prepare your lesson or attend some school activities with your students;
- Teaching subjects: English (Phonics /Reading/Writing), basic math and some culture matters;
- We use Kid's Box, Cambridge University Press, as a guide to arrange teaching themes and materials.

Requirements:

- Native English speaker;
- Bachelor degree in Education;
- At least 2 years' teaching experience as a primary school teacher in your country;
- Good at lesson plans and curriculum design;
- Highly motivated, passionate, energetic, creative, humorous;
- Teacher's certificate is needed.
- Due to work visa application reasons, age range from 25 to 55

Pay and Benefit:

- Gross salary: 18000RMB/month, plus 2000RMB/month performance bonus (about 3100 US dollars per month)
- Round Airfare reimbursement, or 8000RMB instead
- Health insurance
- Furnished apartment
- 80% Paid vacation days for Spring Festival and summer holiday (about 2 months in one year)
- Free meals on school campus
- The right person could have their contract renewed after the 1st year

If you are interested and meet the requirement, please email to zhanwei@263.net, with your resume, copy of passport (you can hide some important information such as passport number), teacher's certificate and a photo.

To learn more about who we are, please go to our website: <http://www.bifles.com>. **Come and join us!**

